



Westwood Elementary

124 Hwy. 28 By-Pass

Abbeville, S.C. 29620

Grades	3-5 Elementary School	
Enrollment	418 Students	
Principal	Lori Brownlee-Brewton	864-366-9604
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-459-4782

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

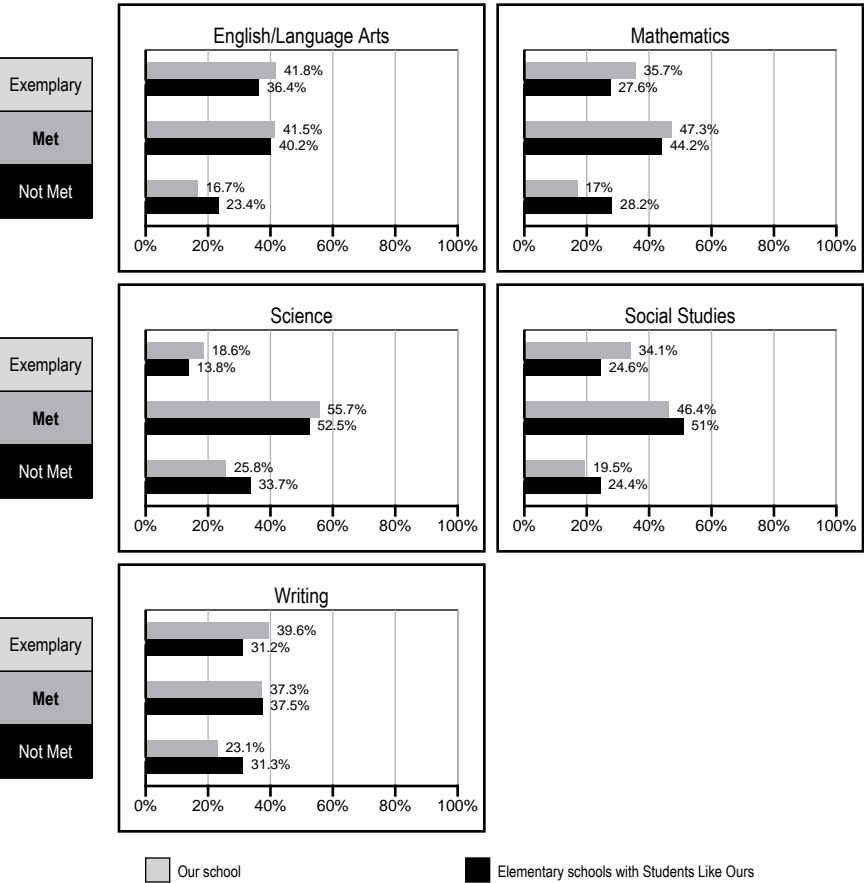
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	23	83	5	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=418)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 1.8%	2.1%	1.9%
Attendance rate	95.7%	No Change	96.2%	96.3%
Eligible for gifted and talented	8.2%	Up from 6.0%	9.8%	10.0%
With disabilities other than speech	13.7%	Up from 11.8%	9.3%	7.7%
Older than usual for grade	0.7%	Up from 0.6%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	51.6%	No Change	59.7%	59.4%
Continuing contract teachers	77.4%	No Change	83.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.0%	Down from 86.4%	88.0%	85.9%
Teacher attendance rate	95.4%	Down from 95.7%	95.1%	95.1%
Average teacher salary*	\$45,084	Up 0.4%	\$47,486	\$47,149
Professional development days/teacher	4.1 days	Down from 17.5 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 16.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 91.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,702	Up 7.5%	\$7,360	\$7,458
Percent of expenditures for instruction**	71.3%	Up from 71.2%	68.3%	68.8%
Percent of expenditures for teacher salaries**	68.5%	Up from 66.9%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Westwood Elementary School continues to strive for improvement in all curriculum areas. Our faculty and staff have worked tirelessly to implement and utilize various strategies targeted to raise student achievement. With the use of MAP testing, teachers and our Data Team were able to analyze test data to provide individualized instruction. Westwood continues to focus and upgrade technology throughout the school. Parental involvement is an integral part of the school improvement process. Many programs were held throughout the year to allow parents to become actively involved in both academic and non-instructional activities, such as Family Math & ELA night. Public service activities, sponsored by Westwood include the following: Pennies for Patients, Cancer Relay for Life, United Way, Thanksgiving food drive, and Book Bonanza for underprivileged children. Our mission is to provide a safe and positive learning environment for our students. Westwood Elementary School will continue to promote student achievement, while enhancing the social and emotional growth of all students. The parents, students, faculty, and community all encompass the Westwood family.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	135	130
Percent satisfied with learning environment	97.1%	93.3%	86.4%
Percent satisfied with social and physical environment	97.1%	93.9%	89.7%
Percent satisfied with school-home relations	80.0%	90.2%	83.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	406	100	16.5	41.9	41.6	91.5	88.3	82.8	Yes	Yes
Gender										
Male	225	100	17.6	40.3	42.1	90.5	86.6	79.3	N/A	N/A
Female	181	100	15.2	43.8	41	92.7	90.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	208	100	7.4	37.3	55.4	97.1	92.3	89.5	Yes	Yes
African American	187	100	25.9	47	27	86.5	82.2	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	72	100	36.6	43.7	19.7	71.8	65.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	259	100	23.2	45.3	31.5	87.8	84.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	406	100	16.8	47.9	35.3	87.7	87.4	78.9	Yes	Yes
Gender										
Male	225	100	17.6	44.3	38	87.8	87.2	77	N/A	N/A
Female	181	100	15.7	52.2	32	87.6	87.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	208	100	7.8	44.1	48	94.6	91.4	87.2	Yes	Yes
African American	187	100	25.9	52.4	21.6	81.1	81.4	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	72	100	43.7	46.5	9.9	63.4	59.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	259	100	24.8	51.2	24	81.9	83	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	272	100	25.5	55.8	18.7	74.5	77.4	67.5
Gender								
Male	146	100	25.2	50.3	24.5	74.8	78.2	67
Female	126	100	25.8	62.1	12.1	74.2	76.6	68
Racial/Ethnic Group								
White	140	100	12.4	56.9	30.7	87.6	86.7	79.5
African American	125	100	39	54.5	6.5	61	63.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	52	100	51	37.3	11.8	49	50.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	181	100	32.2	58.8	9	67.8	71	55.1

Social Studies								
All Students	273	99.6	19.3	47	33.7	80.7	79.1	72.3
Gender								
Male	152	99.3	23.2	39.7	37.1	76.8	76.5	71.5
Female	121	100	14.3	56.3	29.4	85.7	82	73.2
Racial/Ethnic Group								
White	137	99.3	11.1	45.9	43	88.9	85	80.7
African American	127	100	28.3	47.2	24.4	71.7	69.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	45	100	37.8	48.9	13.3	62.2	50.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85	67.9
Socio-Economic Status								
Subsided meals	177	100	24.6	49.7	25.7	75.4	73.5	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	408	98.8	23.1	37.3	39.6	76.9	76.2	70.2	95.7	95.8
Gender										
Male	224	98.2	27.4	38.4	34.2	72.6	70.7	63.2	95.6	95.8
Female	184	99.5	17.8	36.1	46.1	82.2	82.2	77.5	95.9	95.9
Racial/Ethnic Group										
White	209	99	13.7	39	47.3	86.3	82.2	79.1	95.3	95.5
African American	188	98.9	32.4	36.2	31.4	67.6	66.9	57.6	96.2	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	92.2	94.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	62.6	95.8	94.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	98.7
Disability Status										
Disabled	70	95.7	58.2	31.3	10.4	41.8	39.2	26.1	94.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	88.7
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	80	61.2	96	95.2
Socio-Economic Status										
Subsidized meals	260	98.5	31	38.5	30.6	69	70.3	58.9	95.6	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	134	100	16.9	26.9	56.2	83.1
	4	139	100	20.3	42	37.7	79.7
	5	133	100	12.2	56.5	31.3	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	134	100	20.8	37.7	41.5	79.2
	4	139	100	16.7	53.6	29.7	83.3
	5	133	100	13	51.9	35.1	87
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	68	100	30.8	52.3	16.9	69.2
	4	139	100	23.2	54.3	22.5	76.8
	5	65	100	25	62.5	12.5	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	66	100	20	36.9	43.1	80
	4	139	100	11.6	52.9	35.5	88.4
	5	68	98.5	34.3	44.8	20.9	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	133	98.5	23.1	30	46.9	76.9
	4	140	98.6	25.5	41.6	32.8	74.5
	5	135	99.3	20.5	40.2	39.4	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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